

Munns Farm Day Nursery

Inspection report for early years provision

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Inspector Lisa Paisley

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Munns Farm Day Nursery opened in 2007. The setting operates from two large converted farm buildings. It is situated in a picturesque, rural setting in the village of Cole Green near Hertford in Hertfordshire. All children share access to a secure outdoor play area, as each group room has their own designated garden area. A maximum of 172 children may attend the nursery at any one time. The nursery opens five days a week all year round with the exception of Bank Holidays. Opening times are 7.30am to 6.30pm Monday to Friday.

There are currently 135 children aged from birth to five years on roll. Children aged three and four years receive funding for early education. Children attend either full days or part-time. The nursery serves the local community and wider areas. The setting supports a small number of children who have special educational needs and English as an additional language.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 30 staff and eight ancillary staff, 26 of the staff, including the managers, hold appropriate early years qualifications. Two staff members are currently working towards a recognised early years qualification and, in addition, two staff members are currently extending their existing professional qualification. One staff member holds an early years degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Outcomes for children in the early years age range is outstanding as staff have extensive knowledge of the Early Years Foundation Stage and the developmental needs of young children. An exceptionally inclusive and positive play and learning environment is provided ensuring all children are able to make a positive contribution. Promoting healthy lifestyles and ensuring children feel safe are fundamental features of the nursery. Partnership work with parents is outstanding as the nursery ensures parents are extensively informed about their child's care and their developmental progress. Self-evaluation has been successfully developed, however, further review is required to ensure progress is clearly identified and effectively tracked.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing self-evaluations to identify and track progression.

The effectiveness of leadership and management of the early years provision

All required documentation, including policies and procedures are in place. Policies are extensive and are reviewed regularly ensuring they fully reflect staff's current practice. Effective and robust recruitment, vetting and induction procedures are in place to ensure all those working at the nursery are suitable to do so. Children are extensively safeguarded as all staff know the procedures to follow in the event of a child protection concern. All staff have a very good understanding of safe working practices as there are clear procedures for the storage of mobile phones, nappy changing and toileting procedures. Risk assessments are comprehensive and are extensively implemented by the staff. Children's group rooms, internal corridors and main entrances into the nursery are locked by key pads. Excellent systems are in place for the checking and maintenance of equipment and resources, ensuring all resources and play areas are maintained to an excellent standard and risks to children have been minimised. Overall safeguarding children is extensively promoted.

The exceptional organisation of daily routines, resources and staffing ratios ensures that all children are well cared for and continuity of care is extensively promoted. There are outstanding systems in place for the transitions in the day, such as, mealtimes and sleeping arrangements, as this ensures that all children across the age range are settled, calm and effectively supported throughout the day. The nursery is an inclusive environment as effective adjustments are made to support children with any additional requirements. There is a very clear management structure within the team, this includes senior staff and also staff mentoring colleagues whom have taken on additional roles. The managers and staff are extensively committed towards providing extensive care, play and learning experiences, as they continued to build on their practices. There are regular appraisals, team meetings and continued professional development. The provision has recently expanded the nursery building and the pre-school children are now cared for in a separate self-contained building. Further plans include the ongoing refurbishment of the pre-school garden to use a combination of soft impact flooring with grassed areas. Self-evaluation has been developed, however, further review is required to ensure progress is clearly identified and effectively tracked.

Partnership work with both parents and other agencies is outstanding. There is very good verbal and written communications between parents and staff, as staff are attentive to listening to parent's requests and concerns. There are robust and consistent settling in procedures for new children, this ensures all staff know children's individual needs and that children settle effectively within the nursery environment. Children's learning in the home is promoted through sharing children's learning journeys and children bringing in items from home, for example, story books for World Book Day. Parents complementary comments include an outstanding nursery providing excellent care and play opportunities for children.

Very good systems are in place with those delivering the Early Years Foundation Stage to meet children's additional needs and ensuring transitions are effective.

The quality and standards of the early years provision and outcomes for children

Planning, observations and assessment arrangements are cyclical and are fully linked to children's developmental profiles. Planning identifies adaptations and differentiations to ensure that activities are closely tailored towards children's individual needs and interests. Children's individual profiles have recently been reviewed and developed to ensure a central log of children's overall developmental progress is maintained. Children's profiles include observations, next steps and photographs and are linked to the developmental framework, ensuring progress is effectively assessed and monitored. Consequently, individual profiles provide an extensive and rich textual narrative of children's learning journeys. Overall, children are making very good progress towards the early learning goals given their capabilities and starting points. There is an excellent range of resources, posters and play equipment that reflects cultural diversity. Children learn about the wider world through daily routines and planned celebrations, these include, The World Cup, Valentine's Day, Christmas, Shrove Tuesday and Diwali.

Children are extremely happy, settled and self-motivated in the nursery environment as they are provided with a very good balance of child-spontaneous play and adult-initiated activities which successfully captures children's interests and imaginations. As a result, children are inquisitive and curious about the nursery environment and they enjoy participating in a very good range of play experiences. Staff are consistently purposeful and instructive in their interactions with the children, promoting sustained and shared thinking. Consequently, children's play and learning is consistently consolidated and extended. Staff know children's individual needs and interests very well, therefore, staff have a very good understanding of children's personalities and characteristics, for example, children who enjoy active play and others whom prefer creative activities. Babies have excellent opportunities to explore the extensive play and learning environment with confidence and they are able to freely access well laid out resources promoting their independence and physical skills. There are very good and extensive opportunities for mark making, for example, chunky crayons, promoting their finer manipulative skills. Young children enthusiastically participate in creative activities, as they explore and experiment the properties of paint, water, sand and shredded paper.

Children are inquisitive and independent learners as staff promote all children's competences through daily routines and play experiences, as a result children's self-help skills are very good. For example, they are confident in changing into coats and boots when playing outside. All children are making excellent progress in their language and communication skills as the staff successfully create a language rich environment that encourages children's self-expression and imaginations. The very good selection of story and information books and story sacks across the early years age range offers both instruction and delight for all children and promotes

diversity. Older children particularly enjoyed story sacks where they acted out traditional stories with play figures.

Children's behaviour is excellent as they model staff's considerate, polite and caring approach to managing children's behaviour. Staffs consistently and patiently remind children of the rules, to share with their peers and wait their turn and they offer lots of praise, reward and encouragement to support and motivate the children. Older children enjoy exploring a very good range of creative activities, for example, sand, painting, water and jelly activities. The designated outdoor play areas divided into age ranges offers exciting play experiences. They can explore natural experiences, this includes planting bulbs and observing the local wildlife and play with the very good range of activities. Children confidently ride tri-cycles, climb the play structures, roll hoops and play inside the play house. There are regular visitors to the nursery, this includes the local police and fire officers and children also see the local farmer and their tractor, helping children to learn about their local community.

Promoting healthy lifestyles and ensuring children feel safe is outstanding as these are integral practices within the nursery. Children know about their own personal hygiene, through daily routines and planned topic work, for example, being healthy. Staff ensure children wear appropriate clothing when playing outside and that they have regular fresh air even during the winter months. Children practise regular fire drills with the staff. Very good bathroom facilities, nappy changing procedures and the regular disinfecting of surfaces further minimises cross-infection. Staff ensure young children are closely supervised at all times, for example, nappy changing, mealtimes and sleeping arrangements. Meals and snacks are healthy and nutritious as food is prepared onsite by the chef using fresh ingredients and ensuring all dinners and snacks are low in sugar, salt and fat content. Young babies are effectively supported in their dietary needs as staff work with parents and the health visitor with regards to the provision of formula milk and individual weaning plans. Excellent systems are in place to support children with dietary needs. This includes obtaining all the information, writing detailed care plans and regular review of children's dietary needs. Overall, their health and well-being is extensively promoted.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met